

DOCUMENT RESUME

ED 339 102

EA 023 472

AUTHOR McGuire, Joan Feld; And Others
TITLE The Relationship between District Characteristics and the Provision of First-Year-Teacher Staff Development Programs.
PUB DATE Oct 91
NOTE 23p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1991).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Beginning Teacher Induction; Elementary Secondary Education; *Local Norms; Professional Development; *School Districts; School District Size; *Staff Development; Staff Orientation; *Teacher Orientation
IDENTIFIERS *Illinois

ABSTRACT

This study analyzed the relationship between district characteristics and the likelihood that first-year teachers would be offered specific staff-development programs or would be consulted about their staff-development needs. The population comprised 434 first-year secondary and 1200 elementary teachers from Illinois. Eight hundred thirty-four teachers responded for a 51.1% return rate. Twenty-one percent of the first-year teachers were involved in first-year staff development while 37% were consulted about their staff-development needs. Wealthier, larger districts, that had less experienced staffs from independent cities and suburbs were more likely to offer induction programs for first-year teachers, p .05. Further, unit or elementary districts that paid higher teacher salaries and had less experienced staff were more likely to consult with their first-year teachers about their staff development needs, p .05. The lack of participation by districts in the staff development of their first-year teachers as well as the district characteristics related to the likelihood of offering such programs are discussed. (Author)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED339102

The Relationship between District Characteristics and the Provision of First-
Year-Teacher Staff Development Programs

Joan Feld McGuire

Patricia Harrington Klass

Garth Eugene Piercy

Department of Educational Administration and Foundations

Illinois State University

Paper Presented at

The Mid-Western Educational Research Association Conference

Chicago, Illinois

October 19, 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL
IN OTHER THAN PAPER COPY HAS BEEN
GRANTED BY

P. Klass

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA023 472

Abstract

This study analyzed the relationship between district characteristics and the likelihood that first-year teachers would be offered specific staff-development programs or would be consulted about their staff-development needs. The population comprised 434 first-year secondary and 1200 elementary teachers from Illinois. Eight hundred thirty-four teachers responded for a 51.1% return rate. Twenty-one percent of the first-year teachers were involved in first-year staff development programs while 37% were consulted about their staff-development needs. Wealthier, larger districts, that had less experienced staffs from independent cities and suburbs were more likely to offer induction programs for first-year teachers, $p < .05$. Further, unit or elementary districts that paid higher teacher salaries and had less experienced staff were more likely to consult with their first-year teachers about their staff development needs, $p < .05$. The lack of participation by districts in the staff development of their first-year teachers as well as the district characteristics related to the likelihood of offering such programs are discussed.

The Relationship between District Characteristics and the Provision of First-Year-Teacher Staff Development Programs

From the late 1970s to the early 1990s the results of teacher and school effectiveness studies have been recognized for their implications in the improvement of staff development in education. For example, Fullan (1985) supported the importance of on-going staff development in creating more effective schools. Purkey and Smith (1983) have suggested that on-going staff development is a feature of effective elementary schools. Additionally, Purkey and Degen (1985) found that school characteristics can affect student performance. Research further suggests that teachers are more likely to change when schoolwide staff development is offered. Guskey (1986) affirmed the need to direct increased attention on high quality staff development programs. Ward (1987) provided further support for early staff development activities by indicating that competent teachers have given credit for their abilities as teachers to experiences that occurred in their beginning years of teaching. This provision for staff development activities should commence as teachers enter the profession and continue throughout a teacher's professional life. Gottfredson (1986) found that secondary schools with more on-going staff development tend to have higher staff morale and display more collegial planning and action bias than schools with less staff development.

Due to staff development's importance as a component of effective schooling, many states have mandated its provision. In Illinois, PA 84-126, and Act in Relation to Educational Reform and the Financing Thereof, reflected the

need to reform the educational system by the governor, legislators, educational agencies, local school leaders and the public. This act amended Section 1, Sections 2-3.59 and 2-3.60 of The School Code. The bill amended The School Code to include staff development as a specific responsibility of school districts, intermediate agencies and their agents (Illinois Association of School Boards, 1988).

Additionally, if a school offers on-going staff development, research has found that participants should be involved in the decisions on what to implement. Gottfredson (1986) found that both on-going staff development and collaborative planning were features of effective schools. Fullan (1985) suggested that collaborative planning and implementation would be necessary for success in creating an effective school. Armstrong (1984) suggested that being consulted was an area of concern for beginning teachers, while Ryan (1979) found that new teachers viewed their input as a positive aspect of staff development. Yet, Grant and Zeichner (1981) found that two thirds of their first-year teacher sample indicated that they had not been consulted at all.

Not only is staff development important in creating effective schools and teachers, but the retention of these high quality professionals has been emphasized by Schlechty and Vance (1981) and Mathews and Carlson (1985). Retention insures the conservation of resources needed to recruit and induct new teachers and utilizes the expertise gained by each new teacher. Harris and Collay (1990) conducted a follow-up study of 391 new teachers in the state of North Dakota and found that teachers who stayed in the profession were more likely to work in schools that were members of one of the state's teacher

centers, offered tuition for college courses, provided professional leave for attendance at professional meetings, and reimbursed employees for travel to professional meetings.

Additionally, a decline in the retention of teachers may be linked to the school's location or size. Wilkens and Korschgen (1985) found that small school districts (those with fewer than 50 teachers) had larger numbers of teacher resignations than large school districts (those with more than 200 teachers). Fullan (1985) has noted that not enough is known about community variables, differences in teacher populations, rural and suburban settings, and the like. Because effective staff development practices promote changes in teacher and student performance in creating effective schools, it is important to know whether these practices vary with differences in district size, district type, mobility patterns, and funding. Although some research has been conducted on these variables, most studies were conducted in larger, suburban or urban schools. In addressing the differences between organized programs of staff development for new teachers in large and small schools, Harris and Collay (1990) found that small schools (those with 7 to 19 teachers) were more likely to depend on generalized collegial support and were least likely to act in support of new teachers whereas larger schools were more likely to offer formal staff development programs for their new teachers. King (1988) found that rural schools were characterized by small size, small budgets, limited facilities and isolation. Lundsgaard (1983) found that administrators and teachers in small rural districts were just as concerned as their counterparts in urban and suburban

districts but that the smaller districts had more demands that resulted in problems scheduling staff development activities.

Lundsgaard (1983) found that small rural districts have relatively small budgets, thus, staff development activity expenses appear larger and justifying them to the public may be a problem. Additionally, Weil (1985) found that staff development programs, such as induction programs, find their way into rural areas two to four years after they are initiated in urban and suburban areas. Illinois is predominantly rural; is it therefore reasonable to assume that induction programs are less likely to be located in more rural areas?

If staff development activities vary between schools, districts and counties, do these differences exist nationally? Cooley and Thompson (1986) found that staff development practices varied greatly among 267 selected districts in the four geographical regions of the United States; however, teacher involvement in staff development was high throughout the country. Further, they found that a number of differences existed between rural, suburban, and urban districts. District enrollment also had an effect on staff development practices. King (1988) found that rural teachers prefer to work alone on staff development, tend to be isolated from universities, and not pursue graduate studies. Yet, Lundsgaard (1983) found that differences in district size, resources, mobility patterns, and achievement may have little or no effect on the nature of appropriate professional programs for rural educators.

Thus, past research has shown that both ongoing staff development programs and consulting teachers about staff development program activities are important facets in establishing effective schools, yet not enough is known about

what variables determine whether school districts offer these programs to their new teachers. In reviewing the available literature, one finds that there is a wealth of information about the problems and concerns of beginning teachers; however, little documentation exists regarding what variables relate to whether districts offer induction programs or not.

The purpose of this study was to analyze the relationship between district characteristics and the likelihood that districts would provide specific staff-development programs for first-year-teachers or would consult with first-year teachers about their staff-development needs. District characteristics (type of school district, community type, district wealth), teacher characteristics (average salary, average years teaching experience, percentage with master's degrees or beyond), and student characteristics (percentage low income and white, and average mobility and attendance rates) were related to whether districts offered a specific staff development program for first-year teachers and whether districts consulted first-year teachers about their staff-development needs. It was hypothesized that school district, teacher, and student characteristics would be related to the likelihood that districts provide first-year teachers with induction activities and the likelihood that districts consult with beginning teachers about their staff-development needs.

Method

Subjects

The target population comprised Illinois public school first-year teachers employed full time at the elementary and secondary level during 1988-89 excluding special education specialists and teachers from the city of Chicago.

Initially, 434 first-year secondary teachers and 1200 first-year elementary teachers were identified through the Illinois State Board of Education's Teacher Service Record (TSR). Two hundred thirty-three secondary teachers and 601 elementary teachers returned questionnaires for a combined rate of return of 51.1% ($n = 834$). Of those responding first-year teachers 20.8% indicated they were in an induction program specially designed for first-year teachers, and 36.8% of first-year teachers noted the districts consulted them about their staff-development needs. For first-year teachers who responded to the questionnaire most (56.2%) were suburban first-year teachers while 25.2% were rural, 10.7% were independent city, and 7.9% were central city teachers. Fifty-one percent were employed in unit districts, 38.1% in elementary districts, and 8.8% in high school districts.

Data Source

The Illinois State Board of Education (ISBE) provided three of the four data sets used in the study: the Teacher Service Record (TSR), the school district community type file, and the State Report Card. The TSR is a record of all teachers in Illinois used to determine length of service for the teacher retirement system. The school-district community type file classifies Illinois public schools according to a system developed in 1984 by Dr. J. Dan Hou. Using 1980 census data, Hou identified four community types: central city, suburban, independent city, and rural. The Illinois State Report Card contains student, teacher, school, and district characteristics, achievement data, and financial information. The State Report Card was developed in 1985 in response to Illinois Public Act 84-126 requiring public schools to make

available information to the public about the district and students. The data are provided by all schools in the state. The State Report Card only provides information about regular public schools; it does not contain information on nonoperating districts, districts for non-regular schools such as special education, vocational education, and other state-funded schools.

The last data source, the "Illinois Beginning Teachers' Survey," was designed by McGuire (1990). This study used data related to two items: current special staff development programs and consultation with beginning teachers about staff development.

Procedure

The questionnaires were mailed April 24-25, 1989 after beginning teachers had been notified of either continued employment or dismissal as required by law. A second mailing was sent on May 11-12, 1989. From May 17 to June 8 the researchers called school districts employing teachers who had not returned either the first or second mailing of the instrument. The researchers merged the questionnaire data with the TSR, State Report Card, and community type data provided by the ISBE matching by school identification number. There were some data that could not be matched due to missing cases. Some teachers left items on the questionnaire blank, some teachers' districts could not be identified, and some teachers' districts were not on the State Report Card. Thus, after the final merge, there were 803 usable cases to test the relationship between provision of first-year staff development programs and district characteristics and 778 usable cases to test the relationship between consultation with first-year teachers and district characteristics.

Logistic regression was used to test the two hypotheses because the dependent variables (provision of staff development and consultation with teachers) were categorical. Either districts provided staff development (STAFFD = 1) or they did not (STAFFD = 0), and either districts consulted with first-year teachers (CONSULT = 1) or they did not (CONSULT = 0). Forward stepwise regression was selected so that an optimal set of predictors could be derived from the data. The selected variables all would be significantly related to the likelihood of a district either providing specific staff-development programs or consulting with first-year teachers. The significance level was set at .05.

Table 1 provides descriptive statistics for all the dummy (indicator) and quantitative variables originally entered into the regression equations. Sample sizes for the two regression models differed due to missing cases on either the dependent or independent variables.

Insert Table 1 about here

Results

The variable provision of staff development was regressed on the district, teacher, and student variables. Twenty-one percent of the first-year teachers said they were involved with a staff development program specifically designed for them. As seen on Table 2, with forward stepwise regression, five variables were significantly related to the likelihood of a district offering a first-year staff development program: dollar operating expense per pupil ($b = .0002$,

$p = .0061$), district size ($b = .0001$, $p = .0000$), independent city ($b = .9766$, $p = .0031$), suburb ($b = .7867$, $p = .0006$), and average years teaching experience ($b = -.1401$, $p = .0010$). On average, wealthier, larger districts from independent cities and suburbs that had staffs with fewer years teaching experience were more likely to offer staff development activities specifically designed for first-year teachers than poorer, smaller districts from central cities that had staffs with more years teaching experience, $\chi^2(5) = 57.84$, $p = .0000$. This was a significant but small relationship. Approximately 78% of the cases were correctly identified; the model was better able to predict the likelihood of those who did not receive staff development than those who did.

Insert Table 2 about here

The variable consultation with first-year teachers about staff development needs was regressed on the district, teacher, and student variables. Thirty-seven percent of the first-year teachers said they were consulted about their staff development needs. As seen on Table 3, with forward stepwise regression, three variables were significantly related to the likelihood of a district consulting with first-year teachers about staff development needs: secondary district ($b = -.8916$, $p = .0063$), average years teaching experience ($b = -.1400$, $p = .0003$), and average teacher salary ($b = .0001$, $p = .0000$). On average, unit districts that had staffs with fewer years teaching experience and that paid higher average salaries were more likely to consult with first-year teachers about their staff development needs compared to secondary districts

that had staffs with more years teaching experience and that paid lower teacher salaries, $\chi^2(3) = 55.67$, $p = .0000$. This was a significant but small relationship. Approximately 66% of the cases were correctly identified; the model was better able to predict the likelihood of those who were not consulted than those who were.

Insert Table 3 about here

Discussion

The original hypotheses that district, teacher, and student characteristics would be related to the likelihood of a district offering staff development programs for first-year teachers and consulting with first-year teachers about their staff development needs were partially supported. Some district and teacher characteristics were related to the likelihood of a district offering these services, while no student characteristics were. Districts that would be more likely to offer a staff development program for first-year teachers had higher operating expenses per pupil, larger enrollments, staffs with fewer average years teaching experience, and were in an independent city (where 50% of the students were from a Standard Metropolitan Statistical Area but the district was outside the area) or suburban area. Districts that would be more likely to consult with first-year teachers about their staff development needs paid higher average teacher salaries, had staffs with fewer average years teaching experience, and were not secondary districts. Only one variable was significant in both models: average years teaching experience. Districts that had, on

average, a less experienced staff were more likely to offer staff development programs for their first-year teachers and consult with them about their needs.

In addition, the majority of first-year teachers were not involved in staff development programs specifically designed for them, nor were they consulted. Despite researchers' recommendations that staff development should be offered to beginning teachers as they are appointed (Fullan, 1985), in practice it is not being offered. Many school districts in Illinois do not provide special induction programs although by law they must offer general staff development programs. Consistent with the findings of Grant and Zeichner (1981), two thirds of our first-year sample were not consulted. This is unfortunate, because in related studies (McGuire, Klass, & Piercy, 1990; Ryan, 1979), it was found that first-year teachers who were consulted about staff-development activities thought it was beneficial and perceived themselves to be more successful than those who were not consulted. Being consulted is a crucial step in staff development; Wood and Kleine (1988) recommended as an effective school practice that teachers and administrators work together to plan staff development programs. Beginning teachers may find this practice to be a way to involve them as well as to help them adjust to their new environment.

In terms of district characteristics that were related to the likelihood of offering specific first-year staff development programs, it was found that larger districts were more likely to provide staff development activities to beginning teachers than smaller districts. This finding is consistent with Hawk and Robards' (1987) and Harris and Collay's (1990) findings that staff development programs for beginning teachers tended to be offered in urban areas or in larger

schools. Further, this study found that suburban and independent city schools were more likely to offer staff development programs to beginning teachers than were urban and rural schools. Although this conflicts in part with Hawk and Robards, the finding may be due to how districts in diverse communities emphasize different aspects of staff development. Cooley and Thompson (1986) found that rural districts were more likely to conduct a needs assessment and demand total staff participation while urban districts were more likely to have staff development resource centers, and suburban districts were more likely to provide workshop activities.

Further, districts that had higher operating expenses per pupil were more likely to offer staff development to beginning teachers. These results were consistent with our expectations. Wealthier districts can afford to offer specialized programs whereas an Illinois State Board of Education (1983) study found that staff development was likely to be cut from the budget when local resources were declining, a condition that exists now in many less wealthy districts. In contrast, Cooley and Thompson (1986) found that financial support did not have a direct effect on staff development activities.

Last, districts with less experienced staffs were more likely to offer first-year staff development programs than those with more experienced staffs. Districts that employ larger numbers of new teachers would find it economically expedient to address the needs of the many rather than the few, thus a formal program would more likely to be developed. On the other hand, districts that hired few new teachers and had more experienced staffs (smaller, less wealthy districts), would be less likely to offer formal programs for the few new faculty.

It is more likely that in these situations informal assistance is employed. But leaving induction to chance relationships and the good will of a neighboring teacher produces haphazard results at best (Huling-Austin, 1989). This group of beginning teachers may need staff development the most because they are more likely to feel isolated, have fewer resources, and have fewer new colleagues with whom they can share their concerns and ideas.

In contrast to the variables associated with offering first-year staff-development programs, the variables that were related to the likelihood of a district consulting with first-year teachers were related to teacher characteristics and type of district rather than size, wealth, or community variables. Districts that pay higher average teacher salaries and have less experienced staffs would be more likely to consult with teachers. Again, for districts that have larger less experienced staffs, it would make sense to find out what this cohort needs. And higher average teacher salaries, usually associated with more experienced staffs, could be used as an indicator of a district's commitment to recruiting quality teachers when higher salaries are paid by districts with less experienced staffs. Consulting with teachers would be part of the culture of valuing and nurturing young staff. In terms of type of district, secondary districts were found to be less likely to consult with first-year teachers than others. This could be due to the fact that teachers in secondary districts may be viewed as content specialists where the emphasis would not be placed as much on general staff development issues. This finding also supports the findings of McGuire et al. (1990) who found that elementary teachers perceived staff development to be more important and received more assistance than secondary teachers.

Although several district characteristics were related to the likelihood of districts offering staff development programs and consulting with new teachers about their staff development needs, further research is needed to find other variables that provide more explanatory power. Also, the district characteristics were more successful in predicting districts that do not offer staff development services rather than districts that did offer them. Perhaps variables such as leadership style of the administration, school climate, and level of shared governance between faculty and administration may increase the predictive power of the model. These variables would also improve the prediction because, unlike many district characteristics, they may not be as interrelated with one another so clearer independent effects could be determined.

Further, this study only asked whether programs were offered or whether people were consulted. No responses related to the effectiveness of the staff-development program or the level of participation were elicited. Future research is needed regarding the quality of staff-development programs offered and their impact on beginning teachers in terms of both short- and long-term effectiveness and retention. The goal is to find what variables are related to whether school districts take the initiative in offering quality staff-development programs for first-year teachers or not. Once this has been accomplished, then progress can be made in fostering the changes necessary to encourage districts to "do the right thing." To attract and retain quality teachers who will help create the effective schools of the future, systematic staff-development programs must be in place now for beginning teachers.

References

- Borko, H. (1986). Clinical teacher education: The induction years. In J. V. Hoffman, & S. A. Edwards (Eds.), Reality and reform in clinical teacher education (pp. 45-63). New York: Random House.
- Cooley, V. E., & Thompson, J. C., Jr. (1986, November). Staff development in varied U.S. geographical regions: A study of attitudes and practices. Paper presented at the National Council of States on Inservice Education, Nashville, TN. (ERIC document Reproduction Service No. ED 275 653)
- Fullan, M. (1985). Change processes and strategies at the local level, The Elementary School Journal, 85, 391-420.
- Gottfredson, D. C. (Ed.). (1986). The school action effectiveness study: First interim report, (Report No. 325). Baltimore, MD: Johns Hopkins University. Center for Social Organization of Schools. (ERIC Document Reproduction Service No. ED 222 835)
- Grant, C. A., & Zeichner, K. M. (1981). Inservice support For first year teachers: The state of the scene. Journal of Research and Development in Education, 14, 99-110.
- Guskey, T. R. (1986). Staff Development and the Process of Teacher Change. Educational Researcher, 15(5), 5-12.
- Harris, M. M., & Collay, M. P. (1990). Teacher induction in rural schools. Journal of Staff Development, 11(4), 44-48.
- Hawk, P., & Robards, S. (1987). Statewide teacher induction programs. In D. M. Brooks (Ed.), Teacher induction: A new beginning (pp. 33-44). Reston, VA: Association of Teacher Educators.

- Illinois Association of School Boards (1988). The school code of Illinois and related laws: As amended through 1987 regular and fall sessions. St. Paul, MN: West Publishing.
- Huling-Austin, L. (1989). Beginning teacher assistance programs: An overview. In E. Johnson (Ed.) Assisting the beginning teacher (pp. 40 - 50). Chapel Hill, NC: Association of Teacher Educators.
- Illinois State Board of Education (1983, March). Study of the quality of the preparation and performance of educational personnel. Springfield, IL: Illinois State Board of Education. (ERIC Document Reproduction Service No. ED 262 485)
- King, C. E. (1988). Some basic understandings about rural education and staff development. Journal of Staff Development, 9(4), 8-11.
- Lundsgaard, D. (1983). Improving rural schools. Journal of Staff Development, 4(1), 129-135.
- Mathews, W. A., & Carlson, R. V. (1985, October). Recruitment and staff development of teachers: A rural perspective. Paper presented at 77th annual conference of the Rural Education Association, Cedar Rapids, IA. (ERIC Document Reproduction Service No. ED 270 280)
- McGuire, J. (1990). Illinois elementary teachers' perceptions of 1988-89 induction year activities. Unpublished doctoral dissertation, Illinois State University, Normal, IL.
- McGuire, J. F., Klass, P. H., & Piercy, G. E. (1990, October). A comparison of Illinois elementary and secondary teachers' perceptions of 1988-89

- induction year activities. Paper presented at the Mid-Western Educational Research Association, Chicago, IL.
- Purkey, S., & Smith, M. (1983). Effective schools: a review. Elementary School Journal, 83, 427-452.
- Schlechty, P. C., & Vance, V. C. (1981). Do academically able teachers leave education? The North Carolina case. Phi Delta Kappan, 63, 106-112.
- Ward, B. A. (1987). State and district structures to support initial year of teaching proposals. In G. A. Griffin & S. Millies (Eds.), The first year of teaching: Background papers and a proposal, (pp. 1-14). Chicago, IL: University of Illinois.
- Weil, M. (1985). Research use in inservice and preservice education: A case study of California. Journal of Teacher Education, 38, 65-68.
- Wilkins, M. G., & Korschgen, A. (1985). Teacher flight--yes or guess. Phi Delta Kappan, 67, 148-149.
- Wood, F. H., & Kleine, P. F. (1988). Rural staff development research: A small step forward. Journal of Staff Development, 9(4), 2-5.

Table 1

Descriptive Statistics for Variables in Regression Models

		Staff Development (<u>N</u> = 803)		Consult Teacher (<u>N</u> = 778)	
		1 = yes <u>n</u> = 169		1 = yes <u>n</u> = 287	
		0 = no <u>n</u> = 634		0 = no <u>n</u> = 491	
Dummy (Indicator) Variables		<u>n</u>	%	<u>n</u>	%
Community Type (Code)					
Rural	(COM1 = 1)	208	25.9	204	26.2
Indep. City	(COM2 = 1)	102	12.7	98	12.6
Suburb	(COM3 = 1)	436	54.3	421	54.1
Central City		57	7.1	55	7.1
District Type (Code)					
Elementary	(TYPE1 = 1)	311	38.7	295	37.9
Secondary	(TYPE2 = 1)	69	8.6	68	8.7
Unit		423	52.7	415	53.3
Quantitative Variables		<u>M</u>	<u>s</u>	<u>M</u>	<u>s</u>
Dollars per Pupil		3875.18	1084.63	3898.40	1098.34
District Size		3788.55	4394.12	3837.54	4443.87
Average Teacher Salary		28282.42	5734.01	28350.25	5782.35
Average Teacher Experience		14.12	2.45	14.12	2.46
% Teachers with Master's +		39.24	16.99	39.38	17.15
% Low Income Pupils		15.59	13.94	15.54	13.98
% White Pupils		83.73	21.23	83.67	21.24
Average Attendance Rate		94.66	1.41	94.64	1.41
Average Mobility Rate		16.92	8.40	16.86	8.364

Table 2

Results of Logistic Regression: Staff Development Regressed on District Characteristics

Variable	<u>b</u>	<u>se</u>	<u>Wald</u>	<u>exp(b)</u>	<u>p</u>
Dollars per Pupil	.0002	8.97 -.05	7.51	1.00	.0061
District Size	.0001	1.96 -.05	31.13	1.00	.0000
COM2 (Ind. City = 1)	.9766	.33	8.73	2.66	.0031
COM3 (Suburb = 1)	.7867	.23	11.87	2.20	.0006
Ave. Teacher Experience - .1401	.04		10.86	.87	.0010
Constant	-1.3901	.55	6.32		.0120
		<u>χ^2</u>	<u>df</u>	<u>p</u>	
Goodness of fit		793.39	797	.5294	
Model		57.84	5	.0000	

Table 3

Results of Logistic Regression: Consult Regressed on District Characteristics

Variable	<u>b</u>	<u>se</u>	<u>Wald</u>	<u>exp(b)</u>	<u>p</u>
TYPE2 (Secondary = 1) -	.8916	.33	7.48	.41	.0063
Ave. Teacher Experience -	.1400	.04	13.36	.87	.0003
Ave. Teacher Salary	.0001	1.86 -.05	50.88	1.00	.0000
Constant	-2.2806	.52	19.22		.0000
		<u>χ^2</u>	<u>df</u>		<u>p</u>
Goodness of fit		779.74	774		.4100
Model		55.67	3		.0000